

**COURSE DATA****DATA SUBJECT****Code:** 33727**Name:** Intercultural pedagogy**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Socio-educational intervention I	COMPULSORY

COORDINATION

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SUMMARY

The subject ¿Intercultural Pedagogy¿ responds to the necessity raised at the moment in our society to give answers to issues which the professional of the education faces before an increasing plural school. It is tried to show, from a pedagogical perspective, the present state of research on the subject. We will study the educative needs arisen from the configuration of heterogenous groups in which each of its members must share its own culture with the existence of cultural groups. In the same way, the subject tries to give answer to the needs of formation of the social educators to the new diverse reality.

This subject is linked to the UNESCO-UV Chair "Global Education in the Mediterranean. Studies for Peace, Interculturality and Sustainability".

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

It is recommended to have adequately worked on some of the contents of the subjects "Anthropology of Education" and "Philosophy of Education", closely related to "Intercultural Pedagogy", such as the ethical-political models of person (liberal, communitarian and intercultural), the importance of revitalizing citizenship in democratic societies, the question of communication from an educational point of view and the relationships between person, education, and culture. However, in the present subject these topics and others (concept of culture, ethnocentrism, cultural relativism ...) will be explored in order to better understand the phenomenon of interculturality in relation to educational processes.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Be able to advise on the pedagogical use and curricular integration of teaching media.

Be able to evaluate educational and training resources.

Be able to evaluate educational policies, institutions and systems.

Be able to evaluate the teaching-learning processes and the educational agents.

Capacidad crítica y autocrítica.

Capacidad de adaptación a situaciones nuevas.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de trabajar en equipos multi e interdisciplinarios.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.



Compromiso ético activo con los derechos humanos y la sostenibilidad.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Desarrollo de la innovación y la creatividad en la práctica profesional.

Design educational plans, programmes, projects, actions and resources in different contexts.

Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.

Develop organisational and planning skills.

Develop quality management models and processes for education and training.

Develop strategies and techniques to promote participation and lifelong learning.

Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.

Elaborar instrumentos para la recogida y análisis de información educativa.

Iniciativa y espíritu emprendedor.

Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.

Organise and manage schools and educational institutions, services and resources.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Que los estudiantes sean capaces de supervisar y evaluar planes, programas, proyectos y centros.

Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS



1. Intercultural Pedagogy origins, foundation and necessity of Intercultural Pedagogy

Origin: The necessary multiculturalism
Emergence of interculturality
Need for interculturality in multicultural societies
Risk factors
New educational paradigm

2. Human rights, democracy and interculturality

Human Rights Generations
Human rights and interculturality
Educating in democratic and intercultural citizenship

3. Pedagogical proposal for Interculturality

Promotion of a change in attitudes
Multi and intercultural educational model
Integration and inclusion of diversity
Teacher training
Co-responsibility of families
Social promotion of tolerance and respect
Promotion of social cooperation and interculturality:
1. Cooperative learning
2. Dialogic learning
3. Learning communities
4. Learning by basic competences

4. The interculturality in legislation and educational institutions

Legislation, institutionalization and planning of Intercultural Education.
The intercultural perspective in the elaboration of the Center Project



5. Intercultural mediation

Ethical considerations of mediation
Mediation in cultural conflicts

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	25,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

The methodology will basically be an active and participatory methodology by the students. The teacher will assume a guiding and motivating role, being responsible for the theoretical part of the subject. On the other hand, the students will assume an active role, especially the practical part, where by groups they will have to reconstruct the contents, concepts and arguments exposed in the theoretical part, working collaboratively and with the guidance of the teacher, who will be in charge of provide materials, resources, resolve doubts, recommend lines of action, propose personal and group work activities (for example, text or audiovisual commentary, reflection on a news item, preparation of dynamics or dramatization, etc.) ...

The students, as a result of the cooperative work, will have to make a dossier of the practical part, and optionally make a presentation of it for the class. Also, voluntarily, students can read and analyze a bibliography book, making a review that will complement the note of the theoretical part.

EVALUATION

The evaluation process will be a continuous, formative and at the same time participatory



process. Consequently, it will be carried out from both an individual and group perspective, taking into account the various aims set out in the program. Therefore, attendance is considered recommended and compulsory, being able to value, in this sense, attendance and participation in classes.

The evaluation will be quantified based on these **elements**:

1. **Written test**, with answers to questions about the essential questions and concepts of each topic, previously analyzed in class and established before the test.
2. **Group practical work** (maximum 4-5 components). Contribution of knowledge and reflections on a topic related to the subject, from the materials and resources provided by the teacher. The work is an invitation to creative participation, through personal and group research, clarity, and rigor in the treatment of information, attendance and participation in classes and tutorials ... aspects that will be specified in the preparation of graphic documents, textual or audiovisual materials, action programs related to intercultural pedagogy, etc. The final practical work of the group will form a folio or dossier that will have to be delivered at the end of the semester

and before the completion of the written test. There is also the possibility of group

exposition of the results obtained, if they expand their knowledge or make original and interesting contributions around the subject.

3. **Class attendance**. Class attendance is recommended and formative, allowing listening to the contents of the subject, participation and critical reflection, collaboration in a cooperative framework for carrying out practical work ... Minimum attendance to be evaluated in the ordinary option and face-to-face is 80% of the total classes. Excused absences will be considered within this 80% as attendance.

General evaluation criteria

- ¿ Mastery of specific terminology and conceptual precision.
- ¿ Clarity in written exposition and capacity for synthesis.
- ¿ Organized, systematic and documented exposition of the contents of the discipline.
- ¿ Personal, critical and informed elaboration of the learned.
- ¿ Grammar and syntactic correction of the expression.
- ¿ Class attendance
- ¿ Active participation, commitment, and interest
- ¿ Quality of the works presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- ¿ Compliance with established delivery times.
- ¿ Clarity of the exhibition, organization of ideas, capacity for synthesis.



¿ Wealth, originality and relevance of personal ideas and opinions.

Evaluation in a non-attendance situation

Students who cannot regularly attend class will have to contact the teacher of the subject during the first three weeks of the semester, explaining and justifying their option and their impossibility of taking the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work plan. In these cases, the written exam will be held on the dates assigned for it and will have a value of 60% of the grade for the course. The practical part or reviews will have a value of 40% of the note.

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of

Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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